DOCUMENT RESUME

ED 245 213 CS 007 714

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 84

NOTE 12p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adults; Annotated Bibliographies; Audiovisual Aids; Doctoral Dissertations; Dyslexia; Elementary Secondary Education; *Federal Programs; Higher Education; Language Acquisition; *Learning Disabilities; Oral Reading; Reading Ability; Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Research; *Remedial Reading; *Self Concept; Silent Reading; Tutoring; Writing Skills

IDENTIFIERS *Elementary Secondary Education Act

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the effects of an experimental program for reluctant readers on reading ability, writing ability, and self-concept; (2) the effects of a cross-age tutoring program for teaching remedial reading to high school students; (3) the language acquisition and reading comprehension of learning disabled and Chapter I students; (4) the reading skill deficiencies of adults enrolled in a community college reading improvement course; (5) the differences in oral reading behavior between disabled secondary school readers and developmental elementary school readers; (6) possible relationships between the materials used in remedial reading and student achievement; (7) sustained silent reading with junior high school remedial readers; (8) the effects of communications training on self-concept and reading ability; (9) repeated reading and reading fluency in learning disabled children; (10) the relationship between modal preference and "dyslexia"; (11) the immediate and sustained effects of two cassette support systems on the achievement of remedial readers. (FL)

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ED245213

Remedial and Compensatory Reading Instruction:

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Compiled by the Staff
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Abstracts of the following dissertations are included in this collection:

Boers, David Roderick
EFFECTS OF AN EXPERIMENTAL PROGRAM FOR RELUCTANT LEARNERS ON READING ABILITY, WRITING ABILITY, AND SELF-CONCEPT

Charnofsky, Norene M.
THE EFFECTS OF A CROSS-AGE TUTORING PROGRAM FOR TEACHING REMEDIAL READING TO HIGH SCHOOL STUDENTS

Duffitt, Dorothy Sue
ANALYSIS OF LANGUAGE DEVELOPMENT AND READING COMPREHENSION OF LEARNING DISABLED AND CHAPTER 1 STUDENTS

Herrmann, Beth Ann
AN INVESTIGATION OF THE READING SKILL DEFICIENCIES OF ADULTS ENROLLED IN A COMMUNITY COLLEGE READING IMPROVEMENT COURSE

Johnson, Patricia Ann
A STUDY OF THE DIFFERENCES IN ORAL READING BEHAVIOR BETWEEN DISABLED SECONDARY READERS AND DEVELOPMENTAL ELEMENTARY READERS

Karther, Louise Florence
AN EXAMINATION OF POSSIBLE RELATIONSHIPS BETWEEN THE MATERIALS USED IN REMEDIAL READING AND STUDENT ACHIEVEMENT

Krueger, Wilbur Dale
A COMPARATIVE STUDY OF READING ACHIEVEMENT OF TITLE 1 AND NON-TITLE 1 STUDENTS IN A MEDIUM-SIZED DISTRICT

Leidholdt, Lorraine Mary
A COMPARISON OF READING PERFORMANCES EXHIBITED BY PROFICIENT, AVERAGE, AND DEFICIENT READERS IN FOURTH GRADE

Lund, Jane M.
SUSTAINED SILENT READING WITH JUNIOR HIGH SCHOOL REMEDIAL READERS

McGrady, Donna Summers
THE EFFECT OF PROGRAMED TUTORING UPON THE READING COMPREHENSION OF FOURTH-GRADE STUDENTS ENROLLED IN A CHAPETER 1 READING PROGRAM

Martin, Maggie A.
THE EFFECTS OF COMMUNICATIONS TRAINING ON SELF-CONCEPT AND READING ABILITY

Mason, Evelyn Joyce
A QUALITATIVE ANALYSIS OF THE IMPACT OF REMEDIAL INSTRUCTION ON THE READING ACHIEVEMENT OF TITLE I STUDENTS IN THE INDINAPOLIS PUBLIC SCHOOLS

Rashotte, Carol Alexander
REPEATED READING AND READING FLUENCY IN LEARNING DISABLED CHILDREN

Scher, Goldie Z.
THE RELATIONSHIP BETWEEN MODAL PREFERENCE AND "DYSLEXIA"

Taylor, Vivian Yvonne Baker
ACHIEVEMENT EFFECTS ON VOCABULARY, COMPREHENSION, AND TOTAL READING OF COLLEGE STUDENTS ENROLLED IN A DEVELOPMENTAL READING PROGRAM USING THE DRILL-AND-PRACTICE MODE OF COMPUTER-ASSISTED INSTRUCTION

Tracy, John Michael
AN ANALYSIS OF THE LINGUISTIC AND READING COMPREHENSION ABILITIES OF SEVERELY READING DISABLED SCHOOL AGED CHILDREN

Young, Susan Alexis
THE IMMEDIATE AND SUSTAINED EFFECTS OF TWO CASSETTE SUPPORT SYSTEMS ON THE ACHIEVEMENT OF REMEDIAL READERS

EFFECTS OF AN EXPERIMENTAL PROGRAM FOR RELUCTANT LEARNERS ON READING ABILITY, WRITING ABILITY, AND SELF-CONCEPT Order No. DA8401299

BOERS, DAVID RODERICK, ED.D. *Ball State University*, 1983. 302pp. Chairman: Dr. Harry H. Bell

The purpose of this study was to describe a tenth grade English program for reluctant learners and to determine the benefits of the program in achieving improvement in reading, writing, and self-concept. In addition, a general perception of the possible success of the program as ascertained by students and administrators was sought. The population consisted of 43 reluctant learners identified by low achievement scores, poor report cards, teacher recommendation, counselor recommendation, and personal interview.

A pretest/posttest comparison of scores on six standardized tests for vocabulary, reading comprehension, spelling, language mechanics, language expression, and self-concept was utilized to determine improvement. Researcher-created surveys were used to determine perceptions of students and administrators regarding the success of the program. (1) Seventy-eight percent of the students improved in vocabulary. (2) Sixty-nine percent of the students improved in reading comprehension. (3) Sixty-three percent of the students improved in spelling. (4) Seventy-eight percent of the students improved in language mechanics. (5) Ninety-two percent of the students improved in language expression. (6) Fifty-eight percent of the students improved in self-concept. (7) Both students and administrators considered the program a success.

Conclusions. (1) Grouping reluctant learners for part of the school day is beneficial to improving reading, writing, and self-concept in tenth grade English classes. (2) A personalizing and individualizing approach to teaching reluctant tenth graders is essential. (3) A reluctant learner program is considered valuable by students and administrators in the Menasha Public School System. (4) Test scores indicate improvement in reading, writing, and self-concept for students included in the program for reluctant learners. (5) Understanding the personal lives of reluctant learners enhances communication, cooperation, and the ability to create individualized instruction. (6) Communicating and working with counselors, parents, and administrators is effective in meeting the needs of reluctant learners at the tenth grade level. (7) Seeking assistance from special education personnel and other district specialists such as social workers, nurses, and work experience personnel is necessary in meeting the needs of reluctant learners at the tenth grade level.

THE EFFECTS OF A CROSS-AGE TUTORING PROGRAM FOR TEACHING REMEDIAL READING TO HIGH SCHOOL STUDENTS Order No. DA8405192

CHARNOFSKY, NORENE M., ED.D. *Brigham Young University*, 1983. 186pp. Chairman: Wallace E. Allred

Large numbers of disabled readers in urban high schools make little progress in improving their reading skills. Cross-age tutoring was used as a method of remediation in this descriptive study. Appropriate levels of the Stanford Diagnostic Reading Test were used to pre- and posttest all pupils.

In comparing reading gain of 36 remedial high school pupils serving as volunteer tutors to remedial elementary pupils, to 40 control pupils in intact traditional remedial reading classes, data showed the tutors' gain slightly exceeded the controls' on three of the five subtests; no statistical tests were applied. The tutors' absence rate was nearly twice that of the controls. In comparing gain of 80 elementary tutees to 66 controls, data showed the tutees in grades one through five benefited from tutoring; significance was shown in Word Reading. Sixth graders did not benefit. Reading tutoring by remedial high school pupils is recommended as mutually beneficial to the tutors and to tutees in grades one through five.

ANALYSIS OF LANGUAGE DEVELOPMENT AND READING COMPREHENSION OF LEARNING DISABLED AND CHAPTER 1 STUDENTS Order No. DA8401295

DUFFITT, DOROTHY SUE, ED.D. *Ball State University*, 1983. 85pp. Adviser: Dr. Peggy E. Ransom

The purpose of this study was to investigate the relationships between language development and reading comprehension found among thirty-three learning disabled students (LD) and thirty-three students in programs supported by Chapter 1 funds. These sixty-six subjects were in grades three through five in eleven elementary schools in Anderson Community Schools, Anderson, Indiana.

The relationships between the language features of syntax and semantics, the language systems of listening and speaking and the levels of reading comprehension were assessed with the *Test of Language Development - Intermediate* (*TOLD-I*) and the *Gates-MacGinitie Reading Tests, Level B Form 1*. The .05 level of significance was set for acceptance of sixteen null hypotheses.

The multivariate analysis of variance, used to determine if an overall difference existed between the groups on the assessment measure, indicated that such a difference did not exist. The two-way analysis of variance between the dependent variables of reading comprehension extended scaled scores and the *TOLD-I* quotient scores for the LD and Chapter 1 students did not yield significant differences. The Pearson product-moment correlation yielded statistical significance but low correlation coefficients (below .40) for the *Gates-MacGinitie Reading Test* (comprehension subtest) extended scaled scores and the *TOLD-I* quotients of Speaking, Semantics, Syntax, and Spoken language. All sixteen null hypotheses were not rejected.

AN INVESTIGATION OF THE READING SKILL DEFICIENCIES OF ADULTS ENROLLED IN A COMMMUNITY COLLEGE READING IMPROVEMENT COURSE Order No. DA8323373

HERRMANN, BETH ANN, PH.D. *The University of Wisconsin - Madison*, 1983. 324pp. Supervisor: Professor Wayne Otto

The purpose of this study was to identify and examine (a) the teacher's and student's descriptions of the reading skill deficiencies of students enrolled in one community college reading improvement course and (b) the instruction that was actually provided for these students. Specifically, five research questions were posed: (1) What is the teacher's description of each student's reading skill deficiencies? (2) What is each student's description of his/her reading skill deficiencies? (3) What are the similarities and differences between the teacher's and the students' descriptions of reading skill deficiencies? (4) What is the focus of instruction for each student in the reading improvement course? (5) To what extent does the instruction address the teacher's and each student's descriptions of reading skill deficiencies? The subjects of the study were fourteen students enrolled in a community college reading improvement course, from January 5, 1983 to March 19, 1983.

The following instruments and procedures were used in the study: (1) reading skills questionnaires completed by the teacher and each student, (2) two interviews with the teacher, (3) one interview with each student, (4) detailed and accurate recording of informal conversations, and (5) observations of daily classroom activities.

The results of this investigation suggest that the teacher and students had definite views concerning the students' reading skill deficiencies and that the teacher's and students' descriptions of reading skill deficiencies tended to be similar. However, instruction provided did not address the reading skill deficiencies described by either the teacher or the students. Rather, the instruction tended to focus on materials and activities required for the completion of the course.

Although one should be careful not to generalize on the basis of this one study, implications for community college reading educators can be drawn from the results of this study. First, community college reading educators should become aware of the similarities and differences between their assessments and their students' assessments of reading skill deficiencies. Second, a variety of materials and techniques that address the reading needs of the students should be employed.

A STUDY OF THE DIFFERENCES IN ORAL READING BEHAVIOR BETWEEN DISABLED SECONDARY READERS AND DEVELOPMENTAL ELEMENTARY READERS

Order No. DA8325818

JOHNSON, PATRICIA ANN, ED.D. *Oklahoma State University*, 1983. 68pp.

Scope and Method of Study. This study examined the differences at reading ranges 4.0-6.0 and 5.0-7.0 between the number of errors of each word recognition error types (substitution, mispronunciation, words aided after five seconds, omission, and insertion) made by secondary disabled readers at Level I (91-94 per cent word recognition) and Level II (less than 91 per cent word recognition) and developmental elementary readers at Level I (91-94 per cent word recognition) and Level II (less than 91 per cent word recognition). This study also compared the number of word recognition error types made on eleven parts of speech (proper noun, noun, pronoun, verb, adverb, adjective, conjunction, article, preposition, interjection, and contraction) of the textual stimulus by secondary disabled readers and developmental elementary readers at Levels I and II.

After screening ninth, tenth, eleventh, and twelfth grade students in a public school in Aurora, Colorado and elementary students in the third, fourth, and fifth grades in public schools in Lawton, Oklahoma, and Aurora, Colorado, a final sample of twenty-three disabled secondary students and twenty-three developmental elementary students was chosen. All readers evidenced an instructional range of 4.0-6.0 on the *Standard Reading Inventory*. Errors made on extended passages from the *Stories of Stuever (Revised)* and passages developed by Johnson and the Oklahoma State University Reading Laboratory were the basis for the analysis.

Findings and Conclusions. Although some significant values were evidenced at the .05 level, no differences were found to be consistent between readers. At Level I on passages with readability levels of 4.0, 5.0, and 6.0 elementary developmental readers made significantly more errors in mispronunciations and in mispronunciation/nouns. At Level II on passages with readability levels of 5.0, 6.0, and 7.0, elementary developmental readers made significantly more errors in mispronunciations, substitution/pronouns, substitution/adjectives, mispronunciation/adjectives, omission/articles, and omissions/conjunctions. The findings lend support to the contention that reading is a developmental process.

AN EXAMINATION OF POSSIBLE RELATIONSHIPS BETWEEN THE MATERIALS USED IN REMEDIAL READING AND STUDENT ACHIEVEMENT

Order No. DA8403737

KARTHER, LOUISE FLORENCE, PH.D. *University of Oregon*, 1983. 129pp. Adviser: Dr. Edna P. DeHaven

The purpose of this study was to examine the relationships between reading materials used in remedial reading programs and student achievement. The researcher posed four questions: (1) Is there a relationship between the reading materials used during the remedial period and student achievement? (2) Is there a relationship between the reading materials used during the remedial period and student attitudes toward reading? (3) Is there a relationship between the amount of time spent in the remedial period and student achievement? (4) Is there an interaction among the materials used in remediation, time spent in the remedial period, and student attitudes toward reading? If so, is there a relationship between that interaction and student achievement?

Thirty-nine remedial elementary school children were included in the study. Two groups of remedial students, using different materials, were compared for differences in reading achievement. One group used a variety of reading materials such as basal readers. A set of highly structured, teacher-directed commercial materials was the predominant material used by the other group, although some additional material was included. Achievement was measured by the reading subtests of the *Stanford Achievement Test* and a Cloze test derived from elementary social studies texts. Differences in attitude toward reading were measured by a Student Attitude toward Reading survey. Additional data were provided by student records and a teacher questionnaire.

The data were analyzed with *t* tests for differences between group means. Findings were that Group 6 scored higher on both the pretest and posttest measure of Vocabulary. No other significant differences were found between the groups on the other achievement subtests. No significant differences were found between the groups on their performance on the Cloze test, and no significant differences were found in attitude toward reading.

The conclusion drawn from this study was that no relationships could be detected between the reading materials used in the students' remedial reading classes and their reading achievement.

A COMPARATIVE STUDY OF READING ACHIEVEMENT OF TITLE I AND NON-TITLE I STUDENTS IN A MEDIUM-SIZED DISTRICT

Order No. DA8404799

KRUEGER, WILBUR DALE, PH.D. *University of Missouri - Kansas City*, 1984. 112pp.

Since the inception of Title I of the Elementary and Secondary Act of 1965, evaluation of Title I programs has indicated that participating low achieving students have mixed results when measuring academic achievement. This study focuses on the longitudinal outcomes associated with reading achievement of Title I students over a five year period. Two groups of students both eligible for supplemental reading instruction were followed from grade four through high school. One group received supplemental reading instruction while the other group did not. The hypotheses constructed indicated that students receiving supplemental reading instruction would have higher educational achievement, higher grades, and a better attitude toward school and that these factors would be sustained over time. Along with pre and post test scores on educational achievement such as comprehension and vocabulary, background information was gathered to further explain similarities and differences in the groups.

The statistical analysis indicated that the groups were not comparable on the reading achievement pre-tests but were comparable on the post-test scores. T-tests, chi square, Pearson correlations, analysis of co-variance, and regression analysis were utilized to examine the data.

There was no evidence that the Title I supplemental reading instruction had a significant sustained influence on educational achievement. However, the socio-economic factors and school attitudes were significantly associated with both groups' educational achievement. Because of the complexity of the students' background influences, support for the hypotheses was not directly apparent, but evidence to support the null hypothesis was also lacking.

Further research is required to evaluate the effects of background factors that influence educational achievement, especially the impact of other siblings in the family and television viewing time.

A COMPARISON OF READING PERFORMANCES EXHIBITED BY PROFICIENT, AVERAGE, AND DEFICIENT READERS IN FOURTH GRADE

Order No. DA8400590

LEIDHOLDT, LORRAINE MARY, PH.D. *Michigan State University*, 1983. 131pp.

Four performances described in a subskills model of reading were used to compare the reading behavior of three groups of fourth grade readers. If Proficient readers exhibited these reading performances to an extent which differentiated them from the Average and Deficient readers, the performances could be considered descriptors of proficient reading behavior. Thirty-six subjects were classified as Proficient, Average, or Deficient readers according to a measure of reading comprehension, one of the performances defined in the model under investigation. Individually administered tests measured performance in appropriate sight vocabulary, appropriate applied decoding behavior, and the following variables of fluent texting: (1) rate, (2) attention to punctuation, (3) semantically acceptable word miscues, (4) syntactically acceptable word miscues, and (5) self-correction behavior. An eighth variable, the total number of word miscues, was also examined.

When group means were compared using a multivariate analysis, significant differences were found between reader groups. These differences indicated that the four reading performances differentiated between the three reader groups.

Further analyses located the specific areas of difference between the reader groups. Univariate test results indicated that reader groups differed significantly on six of the eight variables. A post hoc procedure, which compared pairs of group means, located further areas of difference. Proficient and Average readers differed on three of the variables, while Proficient and Deficient readers differed on six. No differences were found between the Average and Deficient readers. The findings of the first three analyses of data have instructional implications since the performances depend on underlying subskills for their adequacy. Indications of what Proficient, Average, and Deficient readers have learned were found, supporting the model as both a diagnostic and instructional tool.

A bivariate correlational analysis determined the degree of relationship amongst the eight variables themselves and with reading comprehension. Several were found to have significant relationships one with another and with reading comprehension. These findings indicated that the performances in the model are interactive in nature, each influenced by the adequacy of the others. This interactive nature indicates that reading is a complex process which cannot be acquired through mastery of a unitary skill.

SUSTAINED SILENT READING WITH JUNIOR HIGH SCHOOL REMEDIAL READERS

Order No. DA8404984

LUND, JANE M., ED.D. *Yeshiva University*, 1983. 206pp.

The one-year study compared the effectiveness of a diagnostic-prescriptive skills approach (SA) versus a skills plus sustained silent reading approach (SA + SSR) on reading achievement, attitudes toward reading and English, and reported use of leisure time of junior high school remedial reading students. Sex, grade, and interaction effects were considered. Additional findings included teacher effect, student reaction to SSR, and amount of time spent in SSR.

The sample, 125 junior high school remedial readers in a suburban community, were taught by four reading teachers in 14 classes. Seven classes followed SA and seven SA + SSR. SA classes spent four 40-minute periods weekly in skills activities. SA + SSR classes did skill work and SSR, each for two 40-minute periods per week.

Pretesting and posttesting were conducted with a standardized reading test, attitude scales, and a leisure scale. Student reaction to SSR was evaluated.

Statistical analyses of the data were conducted using a MANOCOVA. Findings yielded no significant differences between groups in reading achievement, attitudes toward reading and English, and reported use of leisure time. Males outperformed females in comprehension at the $\leq .01$ level. Eighth and ninth graders differed significantly from seventh graders at the $\leq .05$ level in vocabulary. Seventh graders differed significantly from eighth and ninth graders at the $\leq .01$ level in comprehension. An interaction effect between low SES seventh graders and poorer attitudes toward reading was noted at the $\leq .05$ level for a small cell.

Additional findings indicated that teacher effect was significant in vocabulary at the $\leq .01$ level and leisure time at the $\leq .05$ level. Sixty percent of the students considered SSR good or very good. Seven percent rated it as poor.

Findings suggested that for this sample, SA + SSR was as effective as SA for growth in reading achievement, maintenance or improvement of attitudes toward reading and English, and utilization of leisure time for reading. Students in SA + SSR were favorably disposed to SSR. It was recommended that further research be conducted in the area of sustained silent reading with this and other populations. The areas of attitude measurement and student leisure reading appeared also to warrant further research.

THE EFFECT OF PROGRAMED TUTORING UPON THE READING COMPREHENSION OF FOURTH-GRADE STUDENTS ENROLLED IN A CHAPTER 1 READING PROGRAM

Order No. DA8400396

MCGRADY, DONNA SUMMERS, PH.D. *Purdue University*, 1983. 91pp. Major Professor: James D. Russell

The major purpose of this study was to investigate the effects of programed tutoring upon the reading comprehension of fourth-grade students enrolled in a Chapter 1 program. Reading comprehension was measured by the Reading Comprehension Test, Iowa Tests of Basic Skills, Form 7, Level 10.

The subjects of this study were 69 fourth-grade students who scored below the 39th percentile on the Reading Comprehension Test, Iowa Tests of Basic Skills, Form 8, Level 9 in the Spring of 1982. One group ($N = 35$) received fifteen minutes of programmed reading tutoring each day throughout the 1982-83 school year as a supplement to classroom instruction. The other group ($N = 34$) received classroom instruction only. The *Houghton Mifflin Reading Series* was used for classroom instruction and the *Houghton Mifflin Tutorials* were used for the programed tutoring.

A *t*-test was conducted on the two groups' pretest mean normal curve equivalents (NCE's) scores. This test was followed by an analysis of covariance using the pretest scores as the covariate. Finally, mean gain NCE's scores were analyzed using a *t*-test.

The results of this study indicated that programed tutoring did not significantly improve the reading comprehension of fourth-grade students enrolled in a Chapter 1 program when mean NCE's and mean gain NCE's scores were analyzed. A review of the descriptive statistics presented evidence that the experimental group did narrow the initial gap between themselves and the control group. Thirty-two percent of the students in the control group showed a loss from the pretest to the posttest while only nine percent of the experimental group did so. The control group's posttest scores displayed a greater variability than the group's pretest scores while the experimental group's scores variability remained relatively unchanged.

THE EFFECTS OF COMMUNICATIONS TRAINING ON SELF-CONCEPT AND READING ABILITY Order No. DA8403984

MARTIN, MAGGIE A., ED.D. *The University of Tulsa*, 1983. 100pp.
Directors: Professor Lloyd Kinnison, Professor Richard L. Hall

The purpose of this study was to investigate the effect of communications training on the improvement of self-concept and reading ability.

Several hypotheses were formulated to address the research problem and suggested the following: (1) Reading ability and self-concept would be greater for students who received a structured communication skills training than for those who did not receive training. (2) Reading ability and self-concept would be greater for those students who received a structured communication skills training than for those who received a non-structured communication skills training. (3) Reading ability and self-concept would be greater for those students who received non-structured communication skills training than for those students who received no training.

The sample included 45 adult remedial readers enrolled in a comprehensive junior college. The *Nelson Denny Reading Test* and the *Bell Adjustment Inventory* were administered. Analyses of covariances were performed to test relationships between communication skills training, reading ability and self-concept.

The data from these analyses point to the following: (1) There was not a significant relationship between the communications skills training and improvement of reading abilities. (2) There was a significant relationship between the communications skills training and self-concept improvement.

Results of this study have implications for both the areas of teaching and counseling adult remedial readers. Accurate assessment of the self-concept of these individuals could expedite the selection of appropriate teaching materials and techniques. There is an obvious need to provide better communication techniques for future learning experiences of these students and it would seem appropriate to teach them more effective procedures in relating with others.

A QUALITATIVE ANALYSIS OF THE IMPACT OF REMEDIAL INSTRUCTION ON THE READING ACHIEVEMENT OF TITLE I STUDENTS IN THE INDIANAPOLIS PUBLIC SCHOOLS Order No. DA8328085

MASON, EVELYN JOYCE, ED.D. *Indiana University*, 1983. 279pp.
Chairperson: Dr. Leo Fay

This study examines the effect of Title I instruction during one year in changing cognitive and affective behaviors of pupils in the reading program. In addition to measurements of reading achievement, data concerning the attitudes and the perceptions of the audiences (principals, reading teachers, classroom teachers, pupils, and parents) involved in the program are analyzed.

The study uses a naturalistic inquiry methodology involving on-site interviews with principals, reading specialists, classroom teachers, pupils and parents, preceded by a comprehensive survey to be completed by each audience. Scores from standardized reading tests are used to measure reading achievement.

The findings are: (1) Significant achievement score gains were made by pupils. (2) Parent involvement was positively influenced by making possible a variety of modes of participation. (3) Pupil's reading achievement paralleled degree and frequency of parent involvement. (4) Interest in reading, both in and out of school increased. (5) Classroom teachers and principals indicated positive attitudes toward the Title I reading program.

The conclusions are that (1) pupils receiving diagnostic/prescriptive instruction with a competent reading specialist in a small group setting achieve significant gains on a standardized reading measure, (2) Title I reading instruction appears to influence parent involvement. The availability of a variety of modes for parent involvement influences parent participation, (3) Parents demonstrating the strongest involvement have the greatest influence on the achievement of children, (4) as children are provided time to read material of their choice, their attitudes toward reading and books become more positive, and (5) in terms of the positive attitudes expressed by all audiences, it appears that this program model could be successful in other schools.

REPEATED READING AND READING FLUENCY IN LEARNING DISABLED CHILDREN Order No. DA8329424

RASHOTTE, CAROL ALEXANDER, PH.D. *The Florida State University*, 1983. 133pp. Major Professor: Joseph K. Torgesen, Ph.D.

Repeated reading has been reported as an effective supplementary tool for increasing reading fluency and comprehension in slow but accurate readers. The present study investigated whether improved fluency and comprehension across different stories in repeated reading depends on the degree of word overlap among passages and/or whether repeated reading is more effective than an equivalent amount of nonrepetitive reading. Twelve, nonfluent, learning disabled students read 100 word, grade 2 level passages presented and timed by a computer under three different conditions. In all conditions, students read four passages daily with comprehension questions given orally at the end of each presentation. In Condition 1 and 2 (repeated reading) the same passage was read four times before proceeding to a new story in the next session. Stories in Condition 2 contained three times as many overlapping words as Condition 1. In Condition 3 (nonrepetitive reading) each of the four passages in a session was different. Each condition ran seven days and order of conditions was varied for the six groups. Slopes for speed, errors and comprehension based on scores obtained on the first reading in each session were used as the dependent measure with the intercepts as the covariate. ANCOVA with repeated measures (group by condition) indicated no significant effects among conditions for errors or comprehension. Reading conditions did have a significant effect on improvements in speed across sessions. Mean speed gains were greater in Condition 2 than in Condition 1, although there were no speed differences between Condition 1 and 3. Results suggest that over short periods of time, increases in reading speed with the repeated reading method do depend on the amount of shared words among stories, and that if stories have few shared words, repeated reading is not more effective for improving speed than an equivalent amount of nonrepetitive reading.

THE RELATIONSHIP BETWEEN MODAL PREFERENCE AND "DYSLEXIA" Order No. DA8404990

SCHER, GOLDIE Z., ED.D. *Yeshiva University*, 1983. 224pp.

The purpose of the present study was to compare the performance of dysphonetic dyslexics when matched or mismatched with instructional strategies. It was the purpose of the study to determine what happened when a child was instructed to his presumed modality and when he was not.

Eighty-eight third and fourth graders were identified as Group I dysphonetic dyslexics according to Boder's criteria. The final sample of subjects was drawn from a pool of four hundred students in New York, New Jersey and Long Island. Subjects were randomly assigned to either a Sight or Phonic method of instruction. A battery of psychometric tests including the Boder Reading Spelling Patterns Test were administered. The BRSPT was used for pre- and posttesting.

Instructional time for the students was one hundred minutes over a five day period on an individual basis. Instruction and testing were done by teachers specifically hired for the study. "Reading" in this study referred to word recognition only.

The conclusions that were drawn from the study were, that for reading, Boder's theory of teaching to the match for dysphonetic dyslexics was supported because subjects trained using the sight method, scored significantly higher on the flash (instant recognition) reading of words, on the reading of words on which they had been specifically trained, on reading phonic words both known and unknown, and on reading nonphonic words, both known and unknown.

Regarding spelling, the sight group scored significantly higher than did the phonic group on spelling phonic words both known and unknown, and on spelling nonphonic words both known and unknown. However, neither group improved significantly on the spelling of known words or on the spelling of unknown words.

Although the gains made by the group taught to read and spell via the sight method were significant, some students who had been trained using the phonic method also showed improvement. However, as a group, the gains made by children taught by the phonic method were not significant.

There was an interaction effect for reading but not for spelling. Boder's theory that as reading improved for dysphonetic dyslexics, their spelling lags behind, was supported. This theory was also supported in the literature (Naidoo, 1970; Critchley, 1964, 1970).

Boder's theory that her test the BRSPT could delineate dysphonetic dyslexics was supported in this study.

ACHIEVEMENT EFFECTS ON VOCABULARY, COMPREHENSION, AND TOTAL READING OF COLLEGE STUDENTS ENROLLED IN A DEVELOPMENTAL READING PROGRAM USING THE DRILL-AND-PRACTICE MODE OF COMPUTER-ASSISTED INSTRUCTION Order No. DA8328328

TAYLOR, VIVIAN YVONNE BAKER, ED.D. *University of Cincinnati*, 1983. 86pp.

The purpose of this study was to examine the effects of computer-assisted instruction (CAI) on the reading achievement of college students enrolled in a developmental reading program. The sample was drawn from a population of entry-level college students enrolled in a two-year college located in a metropolitan area. The college operates on an open admission policy. One certified reading teacher who had three years college teaching experience along with forty-one students participated in the study.

A three groups, pretest-posttest, experimental design was used for the conduct of the research--one control group and two experimental groups. The control group consisting of eleven students received traditional instruction only. The first experimental group, comprised of sixteen students, received twenty-five minutes of traditional instruction and twenty-five minutes of computer-assisted instruction during the fifty minute class period. The second experimental group, consisting of fourteen students, received traditional instruction in the same manner as that of the control group, but also received CAI instruction outside of the classroom structure for a minimum of one hour per week.

The *Nelson-Denny Reading Test* was used as the assessing instrument, and was administered in pre and posttest forms. The test yields a measure of students' reading achievement in terms of vocabulary, comprehension and total reading.

The following null hypotheses were tested: (1) There is no significant difference among vocabulary test scores of CAI students and non-CAI students after adjusting for pretest differences. (2) There is no significant difference among comprehension test scores of CAI students and non-CAI students after adjustments have been made for pretest differences. (3) There is no significant difference among total reading scores of CAI students and non-CAI students after adjusting for pretest differences.

To test the hypotheses, analysis of covariance was used for the two variables, vocabulary and total reading. Analysis of variance was employed for the comprehension variable since scores were not significantly correlated (a criterion for the use of analysis of covariance).

Analysis of the data revealed that after adjustments had been made, mean scores were greater for students receiving computer-assisted instruction (CAI) on two variables, comprehension and total reading, when compared to non-CAI students. However, on the vocabulary variable students receiving traditional instruction only (non-CAI students) attained greater mean scores than students receiving computer-assisted instruction (CAI).

AN ANALYSIS OF THE LINGUISTIC AND READING COMPREHENSION ABILITIES OF SEVERELY READING DISABLED SCHOOL AGED CHILDREN Order No. DA8325311

TRACY, JOHN MICHAEL, PH.D. *University of Oregon*, 1983. 143pp. Adviser: Ann Palmer Curtis

This study utilized standardized testing procedures to identify the reading comprehension and verbal language characteristics of a group of fourth and fifth grade disabled readers. A screening process was used to narrow the original subject group of thirty-one children to a study group of twelve children with normal vision, hearing, intelligence, and visual perception. Reading comprehension was assessed with a standardized test of reading comprehension. Verbal language was assessed with a standardized test of verbal language.

Descriptive, correlational, and inferential statistical procedures were utilized to analyze the data. Graphic comparisons of individual verbal language scores of the study group to the verbal language test norms isolated a language disorder subgroup of eight children. Pearson Product-Moment correlations between the sixteen reading comprehension and verbal language variables resulted in two significant negative correlations. Spearman rho correlations between the same sixteen reading and language variables for the language disorder subgroup yielded three significant positive coefficients and two significant negative coefficients. Reading comprehension in general was found to be significantly related to performance in verbal expression, specifically syntax. When the reading comprehension and verbal language mean scores of the study group were compared to the projected appropriate means on the reading comprehension and verbal language tests, statistically significant differences were found.

These results were discussed in light of the single and multiple causation theories of reading disabilities. Implications of the results for diagnosis and intervention with upper elementary grade reading disabled children were also discussed.

THE IMMEDIATE AND SUSTAINED EFFECTS OF TWO CASSETTE SUPPORT SYSTEMS ON THE ACHIEVEMENT OF REMEDIAL READERS Order No. DA8325926

YOUNG, SUSAN ALEXIS, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 123pp. Chairperson: Maurie Hillson

An investigation of the immediate and sustained effects of two cassette support systems on the achievement of remedial readers was conducted. Achievement gains were compared in the areas of word identification and comprehension. This investigation was confined to a program of educational remediation directly related to classroom reading instruction.

The subjects were 81 second through fifth grade children drawn from a lower socioeconomic population who had been identified as being in need of compensatory education in the area of reading. The groups were post-tested following the termination of the treatment period and again six months later, to enable the investigator to view sustained effects.

The *t* tests indicated that the sustained effects of using a cassette support system to reinforce basal vocabulary differed significantly from the control group. Post-test scores from the cassette support system group also differed significantly from the basal read-along approach group in the area of word identification. Neither treatment had any impact on the comprehension scores.

Other results supported the conclusion that the use of the cassette support system to reinforce basal vocabulary reduced the level of intensity of below grade level performance, and the largest percentage of students sustaining growth in word identification and comprehension was realized in the cassette support system group.

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